

Texas Education Agency Standard Application System (SAS)

2017-2018 Perkins Reserve Grant

Program authority:	Title I, Part A, Carl D. Perkins Career and Technical Education Act of 2006, Public Law 109-270, Section 112(a)(1)	FOR TEA USE ONLY Write NOGA ID here:
Grant Period:	November 13, 2017, to August 31, 2018	
Application deadline:	5:00 p.m. Central Time, September 26, 2017	
Submittal information:	One original and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address: Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494	Place date stamp here: RECEIVED TEXAS EDUCATION AGENCY DOCUMENT CONTROL CENTER GRANTS ADMINISTRATION 17 SEP 26 PM 12:20
Contact information:	Diane Salazar: diane.salazar@tea.texas.gov ; (512) 936-6060	

Schedule #1—General Information

Part 1: Applicant Information

Organization name	County-District #	Amendment #	
Palestine ISD	001907		
Vendor ID #	ESC Region #		
	7		
Mailing address		City	State
1007 East Park		Palestine	TX
		ZIP Code	75801-
Primary Contact			
First name	M.I.	Last name	Title
Chris		Kiser	Director Of College and Career Readiness
Telephone #	Email address		FAX #
903-513-9039	ckiser@palestineschools.org		903-731-4091
Secondary Contact			
First name	M.I.	Last name	Title
David		Atkeisson	Chief Financial Officer
Telephone #	Email address		FAX #
903-731-8000	datkeisson@palestineschools.org		903-731-4091

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jason		Marshall	Superintendent
Telephone #	Email address		FAX #
903-731-8000	jmarshall@palestineschools.org		903-731-4091
Signature (blue ink preferred)		Date signed	


 Only the legally responsible party may sign this application.

9/20/17

701-17-103-028

Schedule #1—General Information

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID:001907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the General and Fiscal Guidelines.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the program guidelines for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all General Provisions and Assurances requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all Debarment and Suspension Certification requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances

x I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurances that they will continue to meet all Statutory Requirements as outlined in their 2017–2018 Perkins Formula Grant incorporated by reference.
4.	The applicant assures that its ability is to meet the 20% match requirement.
5.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the curriculum they develop will be appropriately aligned to marketable skills in the identified high-demand occupations. It may include industry recognized credentialing as part of the degree plan.
6.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that the development and implementation of industry experiences, including mentorship programs, internships, externships, and/or apprenticeship, will expose students to applied learning and real-world work activities in the identified high-demand occupation(s).
7.	Applicants applying for Focus Area 1, 2, or 3 provide assurance that, within 90 days of the grant start, awarded applicants will submit a Memorandum of Understanding (MOU) detailing the relationship between the dual credit partner, the LEA, and business and industry partner(s).

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Schedule #4—Request for Amendment

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the TEA Grant Opportunities page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division Administering a Grant page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$0	\$0	\$0	\$0
2.	Schedule #8: Contracted Services	6200	\$0	\$0	\$0	\$0
3.	Schedule #9: Supplies and Materials	6300	\$0	\$0	\$0	\$0
4.	Schedule #10: Other Operating Costs	6400	\$0	\$0	\$0	\$0
5.	Schedule #11: Capital Outlay	6600	\$0	\$0	\$0	\$0
6.	Total costs:		\$0	\$0	\$0	\$0

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By TEA staff person:

Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Indicate the Focus Area for which you are applying. **Only one Focus Area may be selected per application, limit of two applications per LEA** (see Program Guidelines pages 8 and 11 for more information on eligibility requirements for each of the Focus Areas).

☐ Focus Area 1: Pathway Hubs, Rural Schools

☐ Focus Area 2: Pathway Hubs, Career Center Partnerships

☒ Focus Area 3: CTE Career Cluster

☐ Focus Area 4: Testing Site/Licensed Instructor

Palestine ISD has made a commitment to students, parents, and the community regarding College and Career Readiness. The district recently developed a new strategic plan based upon information collected from students, parents, and community members. PISD has set goals to have student's college and workforce ready as they graduate high school. The district encompasses 227.6 square miles in the city of rural Anderson County Texas with a majority of the students residing within the city of Palestine. The district has purposefully sought input in the development of certifications, licenses, higher education, and practicum experiences. Collaboration with the city of Palestine, Palestine Regional Medical Center, Trinity Valley Community College and local employers has indicated support for the implementation of the Licensed Vocational Nursing Program at Palestine High School.

Budget: The District Administrative Team along with the PHS campus Health Science committee which is comprised of educators, parents, community members, and associates from Trinity Valley Community College developed a vision and educational plan for the students entering the Health Science cluster. Working collaboratively, a budget was developed based on LVN program needs and requirements. Palestine ISD is home to one high school campus in which 64% of the students are classified as Economically Disadvantaged while 67% are classified as, At Risk. The high school is diverse in our students population with 40 % identified as Hispanic, 32% identified as White and 26% identified as African American.

Palestine ISD and Trinity Valley Community College has entered into an agreement to provide a Licensed Vocational Nursing program for PHS students. The need/projected growth for the LVN program in the East Texas region has been identified by the U.S Department of Labor. PHS students wishing to enter into the LVN program must follow a rigorous coherent sequence of classes which lead to college coursework during their junior/senior year. The following are requirements for students to be accepted into the LVN Program at Trinity Valley Community College: Students must complete all Texas Success Initiative Requirements(TSI), must complete dual credit classes-Biology 2404 and Psych 2314, and must satisfy all HESI A2 requirements-nursing entrance exam. Upon completion of all requirements PHS students will apply for admission to the nursing program at TVCC. TVCC has guaranteed admission into the LVN program for all PHS students satisfying the requirements handed down by the college.

PHS has over 100 students entering the Health Science cluster each year. Parents and students are required to review the coherent sequence of courses which may include:

9th grade-Principles of Health Science

10th grade-Health Science

11th grade-CNA classes-students have an opportunity to earn license during the school year

12th grade-College classes-Biology 2404/Psych 2314 and/or Practicum work experience

HESI A2 Exam

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID:001907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

PHS has allowed students the opportunity to pursue certifications/licenses in many areas such as Medical Assisting, Pharmacy Technician, Certified Nursing Assisting, Dental Assisting, Phlebotomy and Emergency Medical Technician. We are very pleased with the programs but through research it has been determined that our Health Science students need to pursue higher education which lead us to a partnership with TVCC.

Palestine ISD has met with representatives from Palestine Regional Medical Center, TruCare Living Centers and Cartmel Home for the Aged to discuss personnel needs within the area. All have confirmed the projected growth within the nursing profession with an emphasis on LVN openings. It is clear the partnership with PHS and TVCC will provide the proper training and educational opportunities for students which translates into a wonderful and productive career, life, and future. The LVN program is a rigorous program in which students must meet many requirements while in high school in order to be accepted into Trinity Valley's nursing program.

Health Science students are required to follow a coherent sequence of courses as they enter high school.

Parents/students will meet with administration and counselors to determine the proper pathway based upon student interest. A clear pathway will be established and agreed upon by all parties involved. For those entering the LVN pathway a list of requirements to be completed by the student is discussed with milestones and timelines listed. The milestones and requirements are as follows: Students enter into the Health Science cluster with an emphasis on the LVN program, students will be required to complete the following courses: Principles of Health Science, Health Science-double block class and/or Patho, Certified Nursing Assistant class-double block, students will take CNA certification exam, CNA Practicum-students go to work, LVN students go to Palestine Regional Medical Center for Practicum-2 hour block, all students must complete TSI requirements, all students must take biology 2404 and Psych 2314, LVN students must complete HESI A2 requirements. Trinity Valley Community College has given PHS students automatic admission into the LVN program if all requirements are met. The LVN program is a 12-month program which begins in August. We are currently working with UT-Tyler on a LVN to RN bridging program for wanting to pursue the RN.

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Schedule #6—Program Budget Summary						
County-district number or vendor ID: 001907				Amendment # (for amendments only):		
Program authority: Title I, Carl D. Perkins Career and Technical Education Act of 2006, P. L. 109-270, Sec. 112 (a)(1)						
Grant period: November 13, 2017, to August 31, 2018				Fund code: 244		
Budget Summary						
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost	Match
Schedule #7	Payroll Costs (6100)	6100	\$0	\$0	\$0	\$0
Schedule #8	Professional and Contracted Services (6200)	6200	\$0	\$0	\$0	\$0
Schedule #9	Supplies and Materials (6300)	6300	\$14167.94	\$0	\$14167.94	\$2833.59
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$0	\$0	\$0
Schedule #11	Capital Outlay (6600)	6600	\$60832.06	\$0	\$60832.06	\$12166.41
Grand total of budgeted costs (add all entries in each column):			\$75000.00	\$0	\$75000.00	\$15000.00
Administrative Cost Calculation						
Enter the total grant amount requested:					\$75000	
Percentage limit on administrative costs established for the program (5%):					× .05	
Multiply and round down to the nearest whole dollar. Enter the result. This is the maximum amount allowable for administrative costs, including indirect costs:					\$3750.00(no administrative costs to be utilized)	

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Schedule #7—Payroll Costs (6100)					
County-district number or vendor ID: 001907			Amendment # (for amendments only):		
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted	Match
Academic/Instructional					
1					
2	Educational aide	\$0	\$0	\$0	\$0
3	Tutor	\$0	\$0	\$0	\$0
Program Management and Administration					
4	Project director	\$0	\$0	\$0	\$0
5	Project coordinator	\$0	\$0	\$0	\$0
6	Teacher facilitator	\$0	\$0	\$0	\$0
7	Teacher supervisor	\$0	\$0	\$0	\$0
8	Secretary/administrative assistant	\$0	\$0	\$0	\$0
9	Data entry clerk	\$0	\$0	\$0	\$0
10	Grant accountant/bookkeeper	\$0	\$0	\$0	\$0
11	Evaluator/evaluation specialist	\$0	40	\$0	\$0
Auxiliary					
12	Counselor	\$0	\$0	\$0	\$0
13	Social worker	\$0	\$0	\$0	\$0
14	Community liaison/parent coordinator	\$0	\$0	\$0	\$0
Education Service Center (to be completed by ESC only when ESC is the applicant)					
15					
16					
17					
18					
19					
20					
Other Employee Positions					
21	Title	\$0	\$0	\$0	\$0
22	Title	\$0	\$0	\$0	\$0
23	Title	\$0	\$0	\$0	\$0
24	Subtotal employee costs:			\$0	\$0
Substitute, Extra-Duty Pay, Benefits Costs					
25	6112 Substitute pay			\$0	\$0
26	6119 Professional staff extra-duty pay			\$0	\$0
27	6121 Support staff extra-duty pay			\$0	\$0
28	6140 Employee benefits			\$0	\$0
29	61XX Tuition remission (IHEs only)			\$0	\$0
30	Subtotal substitute, extra-duty, benefits costs			\$0	0
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)			
County-district number or vendor ID: 001907		Amendment # (for amendments only):	
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.			
Professional and Contracted Services Requiring Specific Approval			
Expense Item Description		Grant Amount Budgeted	Match
6269	Rental or lease of buildings, space in buildings, or land	\$0	\$0
	Specify purpose:		
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$0	\$0
Professional and Contracted Services			
#	Description of Service and Purpose	Grant Amount Budgeted	Match
1		\$0	\$0
2		\$0	\$0
3		\$0	\$0
4		\$0	\$0
5		\$0	\$0
6		\$0	\$0
7		\$0	\$0
8		\$0	\$0
9		\$0	\$0
10		\$0	\$0
11		\$0	\$0
12		\$0	\$0
13		\$0	\$0
14		\$0	\$0
b. Subtotal of professional and contracted services:		\$0	\$0
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0	\$0
(Sum of lines a, b, and c) Grand total		\$0	\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #9—Supplies and Materials (6300)			
County-District Number or Vendor ID: 001907		Amendment number (for amendments only):	
Supplies and Materials Requiring Specific Approval			
		Grant Amount Budgeted	Match
6300	Total supplies and materials that do not require specific approval:	\$14167.94	\$2833.59
Grand total:		\$14167.94	\$2833.59

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #10—Other Operating Costs (6400)			
County-District Number or Vendor ID: 001907		Amendment number (for amendments only):	
Expense Item Description		Grant Amount Budgeted	Match
6413	Stipends for non-employees other than those included in 6419	\$0	\$0
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	\$0	\$0
Subtotal other operating costs requiring specific approval:		\$0	\$0
	Remaining 6400—Other operating costs that do not require specific approval:	\$0	\$0
Grand total:		\$0	\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #11—Capital Outlay (6600)					
County-District Number or Vendor ID: 001907			Amendment number (for amendments only):		
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted	Match
6669—Library Books and Media (capitalized and controlled by library)					
1	Intermediate Nursing Skills DVD Set	1	3164.65	\$3164.65	\$632.93
66XX—Computing Devices, capitalized					
2	Lenovo Ideapad 320 15 80xs0024us-The computers purchased will align with the goals related to online dual credit classes, entrance exam practice software(HESI), and TSI. Simulation software for advanced LVN nursing application.	24	\$379.99	\$9120.76	\$1823.95
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX—Software, capitalized					
12	Simulation Software Skills and A&P Lab	1	\$5600.00	\$5600	\$1120.00
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX—Equipment, furniture, or vehicles					
19	Bed Headboard Pocket Nurse Simulator	1	\$9230.00	\$9230.00	\$1846.00
20	24 Laptop Charging Cart	1	\$1099.91	\$1099.91	\$219.98
21	WELCH DIGITAL BLOOD PRESSURE MOBILE	4	\$909.00	\$3636.00	\$727.20
22	FULL - GRAHAM FIELD FULL ELECTRIC BED	3	\$1325.25	\$3975.75	\$795.15
23	3M LITTMANN® TEACHING STETHOSCOPE	10	\$237.68	2614.48	522.90
24	WELCH INTEGRATED DIAGNOSTIC SYSTEM	1	\$3021.80	\$3021.80	\$604.36
25	Phlebotomy Chairs	3	\$679.17	\$2241.26	\$448.25
26	ADVANCED GERI MANIKIN	2	\$2920.97	\$6307.20	\$1261.44
27	FULL BODY ALS MANIKIN	2	3752.6	\$7580.25	\$1516.05
28	Welch Allyn SureTemp Plus	10	\$300.00	\$3240.00	\$648.00
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				\$0	\$0
29					
Grand total:				\$60832.06	\$12166.41

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	592	64%	
Limited English proficient (LEP)	25	2.7%	
Attendance rate	NA	95.1%	
Annual dropout rate (Gr 9-12)	NA	0.7%	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	1	35.2%	
6-10 Years Exp.		%	
11-20 Years Exp.		%	
20+ Years Exp.	1	20.6%	
No degree		%	
Bachelor's Degree	1	%	
Master's Degree	1	%	
Doctorate		%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										75	75	30	30	210

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
										1/2	1/2	1/2	1/2	2

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By TEA staff person:

Schedule #13—Needs Assessment

County-district number or vendor ID:001907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The completion of a new strategic plan for Palestine ISD indicated a need for additional programs with rigorous curriculum and opportunities for college credit within the College and Career spectrum. The Health Science department at Palestine HS collected the information/data and organized a series of meeting with an Advisory Team. The Health Science Advisory Team consists of business members, community members, parents, district administration, higher education representatives and health care professionals. As the group analyzed the Health Science program they were pleased with the course offerings, licenses, and certification opportunities. It is clear that Palestine HS has done a good job at promoting workforce ready skills which immediately translate to students finding employment and becoming a productive member of society. The committee determined that PHS needed to take the next step to promote higher education opportunities for students. PHS quickly set up meeting with Trinity Valley Community College and determined that an LVN program would provide a great benefit not only to students but also the community. The group looked at projected job growth and occupation trends within the East Texas region and the data confirmed that an LVN program was right on track with the U.S. Department of Labor findings. Once the research was complete a community meeting was set to discuss/explain the LVN program to students, parents, and community. PHS administration, health science teachers, and representatives from TVCC explained the student expectations, requirements, and rigor of the program. Data collected by the committee was given to all those in attendance which stimulated talking points. Some of the data included projected job growth for the East Texas Region and across the state, median salaries within the region and across the state, amount of time required to complete the LVN program after graduation, coherent sequence of classes required by PHS to start and complete the program, and rigor of the program. The question and answer session was positive, productive, and confirmed the need for higher education programs. A partnership has been created with Trinity Valley Community College for students wishing to pursue nursing and higher education.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID:001907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top three to five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Maximize dual credit opportunities for students with an emphasis on the LVN Program	The partnership with Trinity Valley Community College will allow PHS students the opportunity to take dual credit classes (Biology 2404, Psych 2314). The DC classes are part of the requirements to be accepted into the LVN program.
2.	Maximize academic instruction/rigor to help students prepare for TSI requirements. Provide a TSI testing center on the PHS campus.	Instruction delivered by high quality staff will help prepare LVN students for TSI rigor/requirements. TSI testing will be available in the PHS college lab.
3.	Provide HESI A2 tutoring sessions throughout the school year to prepare students for the nursing exam.	Instruction provided by high quality staff will provide students the opportunity to be successful on the first administration of the exam.
4.	Establish a coherent sequence of courses for students entering the Health Science Program.	Meet with parents/students to discuss the coherent sequence of classes students make take through their high school career.
5.		

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Schedule #14—Management Plan

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Director of College and Career Readiness	Bachelor's Degree, minimum three years' experience as an administrator, experience in implementing Dual Credit/Career Prep Programs
2.	Counselor	Bachelor's Degree, experience as a school counselor, experience in implementing Dual Credit/Career Prep Programs
3.	Principal	Bachelor's Degree, minimum three years' experience as an administrator, experience in implementing Dual Credit/Career Prep Programs
4.	Instructors	Bachelor's Degree, experience in the Health profession, knowledge of LVN/RN program
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	By May 2018, 70% percent of students entering the nursing program are TSI complete	1. PHS becomes a TSI testing site	08/16/2017	08/01/2018
		2. Core Academic class data	08/16/2017	06/01/2018
		3. Tutorial content and attendance	08/16/2017	06/01/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	By August 2018, 70% of JR/SR's students entering the Nursing program will be eligible to enroll in DC classes	1. TSI requirements achieved	08/16/2017	08/01/2018
		2. Passing core academic classes	08/16/2017	06/01/2018
		3. PISD will help pay for DC classes	08/16/2017	06/01/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	By July 2018 students will complete all HESI A2 requirements	1. Core Academic class data	08/16/2017	06/01/2018
		2. HESI A2 class utilized	08/16/2017	06/01/2018
		3. Tutorial content and attendance	08/16/2017	06/01/2018
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.	By May 2018 at least 60% of our LVN students will have completed Practicum at a Medical facility.	1. Students/Parents complete and submit all required applications	08/16/2017	12/01/2017
		2. Students must complete HIPPA training	08/16/2017	12/01/2017
		3. Students/Parents must attend orientation with PRMC Administration	08/16/2017	12/01/2017
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX

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	2.		XX/XX/XXXX	XX/XX/XXXX
	3.		XX/XX/XXXX	XX/XX/XXXX
	4.		XX/XX/XXXX	XX/XX/XXXX
	5.		XX/XX/XXXX	XX/XX/XXXX

Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The LVN program program/students will follow rigorous guidelines and requirements. The process for collecting, interpreting, and utilizing data to drive the goals and objectives which are responsive to the needs of the campus will be an ongoing process. The health science department will utilize a health science campus based improvement team. The established team includes the following: parents, teachers, business members, community members, representatives from higher education, members from the health science community and members from higher education. Specifically targeted objectives will be identified and prioritized, Milestones will be established to ensure framework is in place to achieve identified goals. As goals are revisited and adjusted, there will be continuous communication through meetings and designated professional development opportunities. As expected, changes will be implemented when necessary. The goal of PHS is to increase dual credit opportunities in the nursing field as student enrollment/interest grows.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 001907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Students will be required to meet all Texas Success Initiative requirements	1.	TSI data will show student progress
		2.	Students not meeting all requirements will be required to attend training sessions
		3.	Assessments will indicate students are prepared for
2.	Dual Credit report will indicate the number of students enrolling/completing coursework	1.	Number of students enrolling/completing Biology 2404
		2.	Number of students enrolling/completing Psych 2314
		3.	
3.	Students will meet all HESI A2 requirements.	1.	HESI A2 report will show student progress
		2.	Students not meeting the standards will be required to attend training sessions
		3.	Practice assessments/test prep will indicate students are prepared/ready for State Testing.
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

TEA Program Requirement 1: Explain how the project identified the high-demand occupations and their related programs of study in partnership with the local workforce development board. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Palestine High School has developed a partnership with Tricare Living Centers, Cartmel Home for the Aged, and Palestine Regional Medical Center. All partners have identified a need for LNV's not only in Anderson County but also across the East Texas Region. PISD has gathered information from Local Development boards, representatives from higher education and the U.S Department of Labor, all indicate tremendous growth within the nursing profession. PISD recently developed a new strategic plan. As part of the plan a College and Career Readiness Committee was formed to examine programs offered across the district with an emphasis on Palestine High School and higher education. The committee consists of members from higher education, business, community, parents, and members within the medical profession. The committee analyzed clusters/programs available for students. The committee determined that programs are good but must grow in higher education opportunities for students. We then met with TVCC to determine options for for PHS students and quickly developed the LVN pathway.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how you will design at least one program of study that spans secondary and postsecondary education and includes an appropriate sequence of courses that are aligned with high-demand occupations identified by local regional workforce board. The program of study should build in rigor as students' progress through high school. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Palestine High School has partnered with TVCC and designed/developed an LVN program for PHS students. Students wishing to enter/be accepted to the LVN program will follow a coherent sequence of courses which may include: Principles of Health Science, Health Science and/or Patho, CNA double block class for one year, CNA Practicum and/or clinical rotations at Palestine Regional Medical Center. Students will be required to complete TSI testing requirements which in turn allows them to enroll in two dual credit classes which include Biology 2404 and Psych 2314 during their Junior/Senior of high school. Students will take the HESI A2 exam in the spring of their senior year, once all requirements have been met they will complete their TVCC application for the LVN nursing school program. PHS students will graduate from high in May and begin a 12 month LVN program in August. We are currently working on a Registered Nursing bridge program for those students wanting to pursue the RN once completing the LVN program.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:001907

Amendment # (for amendments only):

TEA Program Requirement 3: Provide a sample crosswalk that identifies postsecondary coursework that would be required of a student in the program of study in order to complete a certificate or receive an associate's degree from the partnering general academic teaching institution(s) within two to three years of graduating from high school. The crosswalk may also demonstrate how the project can lead to a bachelor's degree. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Please review the sample crosswalk for LVN students.

9th grade-Principles of Health Science

10th grade-Health Science

11th grade-Certified Nursing Assistant(double block class) students will take state test

12th grade-Certified Nursing Assistant Practicum-double or triple block class--students go to work
Practicum at Palestine Regional Medical Center-double block class

Requirements that must be fulfilled throughout the program:

Students must complete Texas Success Initiative requirements

Students must complete two college classes determined by Trinity Valley Community College-Biology 2404 and Psych 2314. Classes will be taken during the junior/senior year

Students must complete the HESI A2 exam(Nursing)

Students must apply for acceptance to TVCC, then apply for the LVN nursing program

Students will begin 12 month LVN program in August

Students will complete in July. Upon passing all state testing requirements students can apply to UT-Tyler for the RN program. PISD is currently working with UT-Tyler on a bridging program--bridging from LVN to RN.

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By TEA staff person:

Palestine ISD has partnered with several organizations in preparation of the LVN program. Trinity Valley Community College is our higher education partner. TVCC requires that students complete two college classes before being accepted into the nursing program, LVN students will take Biology 2404 and Psych 2314 during their junior/senior year of high school.

Palestine Regional Medical Center has also agreed to partner and will allow students to do clinical rotations at the hospital during the school day. Students will spend approximately 10 hours each week completing rotations.

Tricare Living Centers-Tricare often hires our students as they complete testing requirements and earn their CNA License. They students get on the job training while earning a paycheck. We are encouraging the students to work and get job experience, make some money, and consider pursuing higher education.

Cartmel Nursing Home-Cartmel has been very good allowing students to complete clinical hours which is a requirement in the licensing process. Cartmel will provide training and often will hire PHS students once licensing requirements are met.

We are very fortunate to have such wonderful partners who genuinely want the best for students. Each partner has been very flexible in working with students as they all understand the importance of hands on opportunities for students.

TEA Program Requirement 5: Identify at least one industry partner that will assist with curriculum development to support relevant and frequent industry experiences for students participating in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point. **Applicants applying for Focus Areas 1, 2, or 3 must address this question.**

Curriculum development is essential to the progress of the LVN program. Trinity Valley Community College will determine the curriculum for the required college classes, Biology 2404 and Psych 2314. Trinity Valley is also assisting us on core curriculum classes as we have many students taking additional college classes through TVCC. We often have conversations about rigor and feel we have the right personnel in place to challenge and push the kids.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 001907

Amendment # (for amendments only):

TEA Program Requirement 6: Propose a sustainability plan to ensure that the school(s) will continue to meet the goals of the grant program after the end of the grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

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Applicants applying for Focus Areas 1, 2, or 3 must address this question.

Palestine ISD has made a commitment to the students, parents, and community regarding the Health Science opportunities and specifically targeting the LVN program. We currently have over 200 students participating in the Health Science cluster. We have put measures in place to sustain the program for many years to come. As of today we have two full time health science teachers. We have many business partners serving on the health science committee and many others allowing students to complete clinical rotations throughout the year. We have a strong partnership with TVCC and through hard work have created classes with relevance and rigor. Our superintendent and school board supports the LVN program and expects growth/success. The superintendent, CFO, and school board will provide a budget to support all supplies, equipment, travel, and dual credit classes.

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:

Amendment # (for amendments only):

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By TEA staff person:

TEA Program Requirement 7: List capstone industry certifications and programs of study that were identified in partnership with postsecondary, industry, or other LEAs. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

When researching industry certifications and programs of study the PISD College and Career Readiness Committee determined that an LVN program would provide great benefits for the students at PHS. The program determination was made after several meetings not only with the committee but also with industry partners. LVN students must follow a rigorous pathway which the following:

Principles of Health Science

Health Science

CNA class—this is a double block class

CNA Practicum—this is for students who earned license. They can go to work during the school day.

Clinical rotations at Palestine Regional Medical Center—this is a double block class.

Dual credit classes include Biology 2404 and Psych 2314.

Students must also complete HESI A2 requirements

Currently working on a LVN to RN bridging program with UT-Tyler

Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID:001907

Amendment # (for amendments only):

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TEA Program Requirement 8: Explain how the awarding of a Perkins Reserve Grant will complement the existing CTE program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Applicants applying for Focus Area 4 must address this question.

The Perkins Reserve Grant will help in the expansion of our Health Science program. We are producing many CNA certifications which is great but we are now asking students to reach for more. The LVN program is our next step to higher education for Health Science students. The grant will complement our current budget and allow the program to grow by purchasing supplies, material, and equipment. The goal of the program is to provide real world, hands on experience. The Perkins Reserve Grant will allow us the opportunity to buy equipment that will be used in hospitals and nursing facilities. We have met with instructors within the LVN programs and they have given us a list of supplies, material, and equipment that will give our students a head start as they begin the LVN pathway/career. Palestine ISD will continue to use all available funding sources provided to operate the Health Science Department. The Perkins Reserve grant will also provide a way for students to enter into dual credit classes. Many of our students are economically disadvantaged which sadly eliminates them from taking dual credit classes. Many of our students work to help pay bills at home and would never dream to take those funds away from the family. The Perkins Reserve Grant certainly opens doors that have been closed for a long time.

Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 001907

Amendment number (for amendments only):

For TEA Use Only

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By TEA staff person:

No Barriers				
#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	x	x	x
Barrier: Gender-Specific Bias				
#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Barrier: Cultural, Linguistic, or Economic Diversity				
#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 001907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID: 001907

Amendment number (for amendments only):

Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation (cont.)

County-District Number or Vendor ID:001907

Amendment number (for amendments only):

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 001907

Amendment number (for amendments only):

Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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